DOCUMENT RESUME

ED 436 212 JC 000 028

AUTHOR	Clagett, Craig A.
TITLE	Recent High School Graduate Focus Groups. Market Analysis 00-1.
INSTITUTION	Carroll Community Coll., Westminster, MD.
PUB DATE	1999-09-00
NOTE	72p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Advertising; College Bound Students; *College Choice; College Planning; Community Colleges; Focus Groups; Institutional Evaluation; *Marketing; *Student Attitudes; Student Recruitment; Two Year Colleges
IDENTIFIERS	Carroll Community College MD

ABSTRACT

This report summarizes findings of focus groups of recent high school graduates conducted during new student orientation at Carroll Community College (CCC) in fall 1999. Students were invited to participate in focus groups at the conclusion of the all-day orientation. Three focus groups were held, two with six participants and one with five participants. Participants were asked to respond to 25 primary questions and topics. Topics included: reasons for attending CCC, exposure to and evaluation of various advertising techniques employed by CCC, experiences with high school counselors, high school visits from CCC personnel, the CCC athletic program, registration difficulties, evaluation of class schedules from CCC and other local community colleges, direct mail from CCC, college logos, and evaluation of advertising slogans and graphic designs. Initial analysis suggests: common reasons for attendance are low tuition, convenient location, attentive faculty, and small classes; most students plan to transfer to baccalaureate institutions; direct mail is the best method for reaching students; radio, television, movie theater, billboard, and athletic department advertising are not very effective; and students prefer simple, bold graphics and advertising slogans that motivate and inspire confidence. Contains list interview questions, table of student responses, and examples of potential slogans and logos. (RDG)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 212

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Clugett, Craig

1

RECENT HIGH SCHOOL GRADUATE FOCUS GROUPS

Day Student Orientation, August 26, 1999

Carroll COMMUNITY COLLEGE
1601 Washington Road
Westminster, Maryland 21157

PLANNING, MARKETING, AND ASSESSMENT
Office of Institutional Research

Market Analysis 00-1
September 1999

JC 000028

BEST COPY AVAILABLE

Carroll Community College
Planning, Marketing, and Assessment

Recent High School Graduate Focus Groups

Market Analysis 00-1
September 1999

Overview

The Planning, Marketing, and Assessment area launched a comprehensive marketing research program in January 1999 to develop the information infrastructure needed for effective marketing. The research program had eight components:

- Secondary research in conjunction with the college's environmental scanning
- Needs assessment study of the local business community
- Telephone survey of adult residents of the county
- Customer service survey of current students
- Survey of new students at orientation
- Focus groups of high school students or recent graduates
- Brainstorming sessions with long-time faculty and staff
- Solicitation of marketing ideas from the college community

Each of these studies contributes a distinctive perspective to help inform marketing plans. This report summarizes the administration and findings of focus groups of recent high school graduates conducted during new student orientation in fall 1999.

Summary

During the all-day orientation, students were invited to participate in focus groups at the conclusion of the afternoon program. Students were promised $15 gift certificates to the college bookstore for their participation. Groups were limited to six to promote interaction. Three groups were planned and held. The interview schedule, transcribed comments and group summaries prepared by the group facilitators are attached.

The Marketing and Enrollment Management Team will analyze and interpret the focus group transcripts. Initial debriefings of the group facilitators suggest several tentative recommendations. Young students come to Carroll because of low tuition, convenient location, attentive faculty, and small classes. Most plan to transfer to complete the baccalaureate. Direct mail is the best way to reach them. They also discuss college with high school counselors and teachers. Radio, television, movie theater, billboard, and athletic program advertising are not very effective. The web is not yet used widely. *Moving On* magazine is unknown. The 8.5 by 11 magazine flexi, with white pages inside, is the preferred class schedule format. Newsprint and tabloids are despised. Simple, bold graphics are liked. Slogans that motivate and inspire confidence are appreciated. The dark green and maroon college colors are well received.

Group facilitator: _____

Carroll Community College
Planning, Marketing, and Assessment
Office of Institutional Research

Focus Group Interview Schedule

New Student Orientation
August 26, 1999

Thank you for agreeing to participate in today's focus group. Today's discussion will take about an hour. At the end, each of you will receive a $15 gift certificate to the college bookstore. Our purpose is to learn more about your opinions about this and other colleges, to talk about what's important to you in choosing a college, to assess the effectiveness of the college's current marketing efforts, and to get your reaction to some proposed advertising ideas.

To begin, it would be useful if we knew a little about each of you. Let's go around the table and introduce ourselves. Tell us your first name only, your age, when and how you first became interested in attending Carroll Community College, why you decided to come to Carroll, and what your main reason or goal is in attending.

1. **When/how** did you **become interested** in Carroll Community College?

2. **Why** did you decide to **attend Carroll** Community College?

3. Main **reason for attending** Carroll/goal in attending:

4. Did you seriously consider **any other college** before deciding to attend Carroll? What college or university was it?

What was attractive about this other college or university? Why did you consider it?

In the end you decided to attend Carroll. Why?

I'm going to ask you about several ways of advertising the college. I'd like you to tell me, *first*, if you remember seeing the ad for Carroll Community College, *second*, what you remember about the ad, and *third*, if you think the ad was effective—did it increase your interest in Carroll Community College?

5. Have you ever seen an ad for Carroll Community College in the newspaper, for example in the **Sun** or **Carroll County Times**?

Do you remember anything about it?

Do you think it was effective? Would it make people more interested in the college?

6. Have you ever heard a commercial **on the radio** advertising Carroll?

Do you remember anything about it?

Do you think it was effective? Would it make people more interested in the college?

What would make the college's radio commercial better?

7. Have you ever seen an ad for Carroll Community College on screen in a **movie theater**?

8.Have you ever seen a **highway billboard** advertising the college?

9. Have you ever seen a commercial for Carroll Community College on **television**?

Can you tell me anything about it?

Do you remember what show you were watching?

Do you think the TV commercial was effective?

10. Have you ever accessed the college's **web site**?

What information were you looking for?

Did you find what you wanted?

11. The college has advertised in several high school publications. Do you remember ever seeing an ad for Carroll Community College in a **high school athletic program**, like you might get at a football game?

12. How about a high school **music program**?

13. Do you remember getting free **book covers** at school?

Did you use them?

Do you remember the Carroll Community College ad?

14. Have you ever received a copy of ***Moving On*** magazine?

Did you read it?

Do you remember seeing anything about Carroll in it?

Did you like it? Was it useful to you?

15. Did you ever talk to a **high school counselor** about going to college?

What did the counselor have to say about Carroll Community College?

16. Did any of your **high school teachers** ever talk to you or your class about college?

What, if anything, did they say about Carroll Community College?

17. Did you ever **talk to anyone from Carroll** Community College at your high school?

Was this helpful to you? Any suggestions as to how these visits might be more useful to potential students?

18. As you may know, Carroll does not participate in intercollegiate **athletics**. Does the lack of an athletic program, and the chance to be either a player or a spectator, concern you? Do you think it mattered to your friends in their choice of where to go to college?

19. Do you remember receiving a copy of the Carroll Community College **class schedule** in the mail?

Did you read through it?

How long did you keep it?

Did you use it to complete your schedule, or did you get another copy?

Is the class schedule a good place to advertise new programs and events at the college, or do you only look at to check courses to fit your schedule?

20. Since we're talking about class schedules, did you have any **difficulty getting** the **courses** you needed to fit your schedule? I'm not talking about the publication, but actually getting registered into classes. Did you get the courses you wanted on the days and times you wanted them?

21. Have you ever received **anything else**, besides the class schedule, about Carroll Community College at home **in the mail?**

What did you receive?

Was it useful to you?

22. What I'd like you to do now is **look at several class schedules**. (Pass out schedules.) Take a few minutes to look at each one. Pass them on to the next person after you've finished, so that all members of the group get to see each one.

Overall, which schedule do you like the best? Why?

Which format do you prefer?

Are there particular aspects of any of the schedules you really like? Really don't like?

23. The last discussion item we have today concerns advertising themes. We want to get your reactions to some **marketing concepts** the college might use. I am going to show you several images with short phrases. These are not the final graphics that we would actually use, but just concepts for you to react to. So try to react to the idea, rather than the actual image.

(Show each, one at a time, in this order. Record initial group reactions under each. Place each face down after review so that only one is visible at a time.)

START SMART **do2@carroll**

LEARN WITHOUT LIMITS

Any time, any place, any pace

No place so near can take you so far.

Do Something Powerful

Enter to Learn...opening doors

2001...a learning odyssey

Of course you can!

Students first!

Carroll...the number one choice of Carroll County residents

24. (Lay out, or tape up, all theme sheets so all are visible together.)

From among these marketing concepts, which should the college use?

(Record votes.)

Any time, any place, any pace—

Carroll Community College…number one choice—

Do Something Powerful—

Enter to Learn—

Of course you can!—

LEARN WITHOUT LIMITS—

No place so near can take you so far—

START SMART do2@carroll--

Students first!--

2001…a learning odyssey—

25. Do you have **another idea** for a marketing theme?

Thank you for participating in our focus group. I have a gift certificate to the college bookstore for each of you. (Distribute certificates.)

(After students have left, review your notes on this interview schedule. While the memories are fresh, clarify and summarize under each question what you have just heard. Write down the major themes you heard coming out of the group. What message(s) should be conveyed to the Marketing Team?)

Day Student Orientation Focus Groups, Fall 1999

Transcribed and Summarized Comments

	GROUP 1	GROUP 2	GROUP 3
Facilitator	Craig Clagett	Susan Martin	Michelle Appel
Participants	Debbie, 18 George, 19 Nicole, 18 Ryan, 18 Shawna, 18 Tiffany, 18	Amanda, 16 (home schooled) Dan, 18 Julie, 17 Katie, 18 Melissa, 19 Nick, 18	This group had five women, all 17 or 18 years of age. Three were concurrently enrolled students. Two had come from Vo-Tech. Group had the only African-Anerican interviewed.
Reasons for Attending Carroll Community College			
	All six students planned to transfer to a senior institution and pursue the bachelor's degree. They said they came to Carroll to save money, for the small classes and ability to know their teachers, and because their parents thought it was a good place to start college. "I was told it was cheaper to come to a community college and then transfer to a four-year college." "I want to come and get my Associate's degree and then transfer, and I've heard great things about Carroll." "My parents told me that if I went to a larger university that within the first two years the professors would try to eliminate most of the students in the class. I like Carroll because of the small classrooms, you can get to know your classmates better and you also get to know the teacher a lot better."	Four said they came to Carroll because it was close to home. Four were here to prepare for transfer to four-year schools. Two mentioned you could get general education requirements done for less cost. One student was accepted at Salisbury in the spring and didn't want to be behind.	Three of the five had family members who had attended Carroll. The group also mentioned that Carroll was close to home and affordable. "To get a jump start on college so I can get out sooner." "Because it has a better learning environment than BCCC."

Other Institutions Considered			
	Three thought of Carroll first. Two had considered Salisbury State but decided to stay close to home. "I considered Salisbury and Western Maryland. Western Maryland because I heard good things about their teaching degree, but it was too expensive. Salisbury I would have to commute six hours a day." "Salisbury and Villa Julie. I came here because I didn't have the money to fork out for each of the four years. Plus I live about five minutes away." "Ever since I thought about going to college I pretty much thought of doing Carroll first and then transferring, mainly because of the cost and how close it is. But I've considered other universities that I will transfer to." "I always thought of Carroll as my first year of school. Right now I'm not ready to leave home, either financially or emotionally." I also considered Carroll first, because a lot of people I know that had gone here before and also transferred thought it was a really good step for them as an introduction to college. So this is my first choice." "I pretty much wanted to go to College Park but my grades aren't great. I went to Essex for a year and it didn't go so good."	Bradley Academy Messiah Salisbury State Towson University UMCP Western Maryland Major reason for considering these was they had the program of study the students were interested in. All chose Carroll because of the lower tuition.	Baltimore City Community College CCBC—Catonsville Hollins "Catonsville has the best nursing program in the country, but it's too big and I don't want to pay the out-of-county tuition."

Newspaper Advertising			
	Two of the six recalled seeing ads for Carroll in the Times. "Just a little blurb—the phone number." "I'm a friend of Ralph Vaughn's and I saw the ad with his picture in it." "I think it's effective to see someone who has something to say about the college actually there in print so you get in opinion there, instead of just the name because then you might not know anything or have a motivation to go check it out."	Two of the six remembered seeing ads in the Carroll County Times. They didn't remember too much about the ads. "Didn't catch my eye. It wasn't like, Wow!" "The ad was OK but I was already interested in the college."	Two had seen ads. "It caught my eye because I was going there." "I remember the logo, and maybe something about transfer being in it."
Radio Advertising			
	One student had heard a Carroll radio ad. "I remember hearing the name, and maybe something about the programs. But for me, I'd rather see something then hear it. Is it a real person saying that? You don't know who it is on the radio. It could be that the people are the radio producers. It's not as appealing as something in the newspaper." "I remember hearing a Villa Julie ad. It's 'Your Next Step in Life' or something. It's not really that effective." "I don't think people remember. They're just waiting for the next song to come on. Or they change the station." "I don't pay any attention to commercials, I	Only one student recalled hearing an ad for Carroll on the radio, until he said "of course you can" which was then recognized by two others. All three hated it. One student recommended short spots before returning to the music, emphasizing the benefits of attending Carroll. "Don't keep repeating the slogan. It's like an annoying fly around your face." "I didn't pay any attention to the questions because the refrain was so annoying."	Two students remembered hearing an ad for Carroll. They remembered that it told when registration was starting and ending. "It lets people know the college is not just for teenagers, that we're flexible here." "It would be better to have something less serious, maybe a song or something."

	really, really don't. I could never tell you a commercial. Unless it's on after every song, or has a catchy song itself." "Older students might listen to WTTR." "I listen to HFS and I've never heard you."	"It sounded cheap and cheesy, like a Jay Leno spoof."	
Movie Theater Screen Advertisements			
	One of the six remembered seeing a Carroll ad at the movies. "I think I saw it at Carrolltown movies in Eldersburg. In the credits at the beginning. It just had the regular slogan and the number." "I've also seen the college at Cranberry Mall—not at the movies but in one of those light-up boards. It really caught my eye, it had a couple of pictures of the college and a couple of degrees you could get here."	Two said they remembered ads at the movies. One at Owings Mills and one at Carrolltown. The other four didn't recall seeing a Carroll screen ad.	One said she had seen a movie theater ad.
Highway Billboard Advertising			
	One person thought he might have seen a billboard advertising the college. "I think so, but it might have been for something else. We are in Carroll County."	One thought they had seen a billboard advertising the college but couldn't remember anything about it.	No one had seen a billboard advertising the college.
Television Advertising			
	No one remembered seeing a Carroll Community College television ad. Two had seen ads for Villa Julie. Two of the students had seen the college's TV channel.	One of the six participants had seen the college's TV ad on Prestige Cable.	One remembered seeing a TV commercial. "It has a picture that makes the school look really big."

	"I've seen the station, but not the ad. Just to see what it had to offer. It was pretty good, pretty informative. "Channel 3? It shows the students. Its not WJZ in quality or anything, but it was alright."	"It created a nice picture of the college as a peaceful place to study."	
College Website			
	Two had accessed the college's website. "I was trying to find ARTSYS. I didn't have much luck because I'm not very computer literate. I was there for five seconds and got off." "It's on my favorite places on AOL so I can have it right there. I liked it."	One person had been on the college's website to look at course descriptions.	One student had accessed the website to check on college activities.
High School Athletic and Music Programs			
	None of the students had seen any ads in high school music or athletic programs. But two did say they'd seen Carroll ads in their high school yearbooks. "However I did see a letter from Dr. Walker right in my chorus room." "I've seen a one page ad in the back of the yearbook."	No one had seen an ad in an athletic program. One person recalled an ad in a music program or theater program at Liberty High. "I remember seeing your logo in there but nothing else."	One person remembered seeing an ad in an athletic program. No one had seen an ad in a music program.
School Book Covers			
	One student thought she remembered seeing Carroll Community College on a book cover.	Two students—one at Liberty and one at Westminster—recalled getting the book covers.	All three concurrently enrolled students recalled the book covers.

	"Oh, those yellow ones. I used it. I think Carroll was on there somewhere." "Ours were for the army or something."	The student at Liberty thought maybe she saw our ad, but wasn't sure if she was confusing this with the theater program ad.	"They're free. You can write all over them."
Moving On Magazine			
	None of the students had ever seen it.	No one knew what this was.	No one had ever seen *Moving On*.
High School Teachers and Counselors			
	All six had discussed college with a high school counselor. "At Key they are very good about coming here. They knew I wasn't the straight-A student and they pretty much directed me in this direction. They talked about the small classes." " At South Carroll I brought Carroll up. It depended on whom I talked to as to whether they knew what I was talking about. Some of them put me off. The ones I talked to about Carroll helped me get a scholarship here." "At Westminster they pretty much said it was up to me, whatever I wanted to do. When I said I didn't have the money to go to a four-year college they said positive things about Carroll. I had to actually dig and get into their minds." "I went to Liberty and the only contact I had with the counselors was applying for a Commissioners' Scholarship here. They	Four of the six had talked to a counselor about college. Two talked about Carroll—in both cases after the student had brought it up. "They confirmed Carroll was a good choice after I told them that's where I was going." "They told me not to go to my second choice—Frostburg—if I really wanted to go to Salisbury. Salisbury had told me to reapply in the spring. The counselor told me to go to Carroll because the staff at Carroll was good." All six had talked to high school teachers about college, but none of the teachers had said anything about Carroll Community College.	Four of the students had talked to high school counselors about college. Three had talked to teachers about college. "The counselor said it was in my best interest to start early and that the Carroll people are nice." "I was told to get the basics out of the way." "One of my teachers went here and said it was good." "The teachers really beefed it up." "They talked about AccuTech and York Tech but not Carroll."

	said that's a good plan, a nice place, a nice building. And they helped me out really well with my scholarship—they mailed everything out for me." "At Key they also mailed things back and forth to Carroll for me. They also promoted Carroll because it's a pretty new facility, and the computers and all the Internet is pretty updated." "I went to a Christian academy in Pennsylvania that has sent alumni here. They have reports up about the colleges they went to and Carroll's were good. So my principal pointed me here because I told her I wasn't interested in moving away yet." "One teacher told me about how it was smarter to go to two-year college since you get your general education courses for half the price of everyone else. You can get even better teaching, better student-teacher ratios. It just seems a smarter way to go." "A lot of my friends go to College Park and they say the lecture halls have 400 people in there. They never go to class because you don't learn anything." "My dad graduated from College Park and works there and he told me to come to Carroll first." "The teachers might not have the time to give you the attention you might need. That's something I really like in a college."		

High School Visits from Carroll Community College Staff			
	Three graduates of county schools remembered Dina's visits to both their school and the Vo-Tech Center. "Dina talked to my nursing class." "Dina came to South Carroll and to Vo-Tech too. "Vo-Tech at Liberty, they had a display out but I can't remember anyone specifically from this college." "I know the college was at my school but I didn't go since I already knew I was coming here."	None of the six had talked to anyone from Carroll Community College at their high schools.	All three concurrently enrolled students remembered Dina visiting their school.
Athletic Program at Carroll Community College			
	The group had mixed views on athletics. "I went to Esse[illegible] and no one went to the games. Basically it's a waste of money." "I knew one person who went to Montgomery College so he could play football." "A lot of people are into sports, but it depends on the person. I'm more academic, I don't care about the sports even though I played in high school." "I'm here to get an education. In high school the only games I ever went to was the homecoming game."	Five said sports were not important to them. All six knew friends where sports did matter in their choice of school. Two went elsewhere on soccer scholarships. "I wouldn't mind participating if sports were available."	No one in the group cared but some said their friends did. "It matters to my friend but it didn't matter to me." "It would be nice to have a gym." "One friend thought it was kind of low since there were no teams. Especially basketball and lacrosse." "At Villa Julie the emphasis on athletics turned me off. There's such an emphasis on athletics that you forget about school."

	"I had to work in high school. Now I would like to play on a sports team. I didn't know you didn't have them—that's pitiful." "Sports would be neat. Friends who go here and played tennis in high school wish there was a tennis club here. Not intercollegiate, just a club." "I'm really interested in the ski club."		
Carroll Community College Class Schedule			
	All six remembered getting the schedule, and all six read it. "That thing that looks like a calendar? Yeah, I got that." "Mainly used it to look up courses for my schedule." "I got one of the little key chain things in my junior year. My brother got it and I took it from him because I thought it was neat. The pens, and t-shirts and stuff like that, is what puts the word out. And word of mouth. "I think the giveaways are pretty cool."	Five of the six remembered receiving the schedule in the mail. They all said the browsed or scanned it. They all got a new one when they came to campus to register. "It was confusing and hard to follow—the chart."	All four County residents recalled getting the schedule in the mail. Two still had it. They said they looked at it for courses only. They didn't think it would be a great place to advertise events or new things going on.
Difficulties Registering or Getting the Classes Desired			
	Three were really happy and three mentioned problems. "I was planning on sleeping in an hour later	One student said she had a problem, but the advisor developed alternatives that worked.	There were no problems at all in this group. They all got what they wanted.

	than in high school, but my 9:30 class was cancelled." "I wanted mornings so I can work at night. I have to stay working full-time. The class I wanted was completely full so I asked if there was some way if someone drops that class I can get into it. They said I would have to keep checking back. I thought it would be neat if they had a list or something of people who wanted a class and they could call and ask if you still wanted it. Some kind of wait list would be a really good idea." "Every time I found a section at the time I wanted you had to take it with some other class that I didn't want."		
Direct Mail to Households			
	All six remembered getting things in the mail, and agreed it was the best way for the college to communicate with them. "It's a lot easier. At other schools sometimes you have to contact them to get stuff. Carroll really reached out. It really helps, the mailings, it explains things to you so you know what you're talking about if you have to call." "I never get mail so when I do it's really exciting!" "It makes you happy!"	They all remembered getting things in the mail, such as the orientation invitation. But none recalled getting any admissions materials or welcome letters. "I didn't like getting mail addressed to "the parents of." I'm on my own now."	This group said they received lots of mail from CCC. "Flyers, postcards, letters—something every other day. It was all useful and creative."

	"The thing about orientation. I remember getting that!" "I remember a postcard a year ago about Carroll being cheaper." "Those green cards. Bright colors help."		
Evaluation of Class Schedules			
Anne Arundel Community College (8.25 x 10.5 two-column, magazine format flexi)	All six liked the cover. "Really caught my eye, they really put a lot of emphasis on making their college look stylish. It makes you interested—they're serious about making it look appealing. " "I like the colors." "Cover looks very educational and higher class." "It looks inspiring, historical, the girl studying—this is serious." "My eyes were automatically drawn to this to start reading it." "Seems like small print—maybe it's the paper. It seems like dark paper."	No one reacted to the cover. But two had criticisms of the inside. "Inside it looks like a TV guide, with its gray pages." "There's too much stuff in a block."	They liked the colorful cover but not the newprint.
Carroll Community College (8.25 x 10.5	Group liked the bright, white paper Carroll used inside the best. Easy to read because of the paper, but difficult to read because of the landscape orientation.	They all liked the bright white paper. "This is clean and easy to see the type."	Three picked Carroll's schedule as their favorite. One said she would prefer the magazine format better than the calendar, however.

single column calendar format flexi)	"Carroll's cover is just OK. There could be more put into it. I don't look at and say 'Wow, that's cool." "Cover looks like a kindergarten calendar." "The swirling sun just doesn't do it for me." "The exterior of this building is very appealing. Possibly put that on the front. Perhaps in an artist's drawing." "Compared to Catonsville—Catonsville's so ugly, it's just a building. That has something to do with college too—atmosphere had something to do with my choice at least." "Use a flashy typeface that looks really cool." "I liked the booklet, it's a good size, nicely cut and stapled together." "Advisors had to use a ruler to make sure you weren't signing up for the wrong class." "Maybe double space the classes. I had to check it three times. It's hard to read across like that." "This looks like very nice paper. " "I like the paper. It seems like you can see things better." "Carroll's slogan is good, there are no boundaries."		"It was simple and easy to read."

Community College of Baltimore County-Catonsville (7.25 x 10.5 two-column calendar format flexi)	No one commented on this one.	No one liked this one. It was the first that was set aside. One student complained about the format. "This gives me a headache."	Two students picked CCBC's as their favorite schedule.
Frederick Community College (8.25 x 10.5 three-column, magazine format flexi)	Group liked this format best. "I liked the traditional book opening. As long as it's notebook size."	This group did not have FCC's schedule to examine.	Three liked the magazine format used by Frederick.
Howard Community College—Credit (11.25 x 14.5 tabloid format)	Group did not like the format, said it was too big and bulky. Liked the fact that the Howard schedule included listings of courses offered only in the fall and those only offered in the spring. "It's like huge, when you open it up all the papers are going to fall out." "I don't like the big newspaper—it opens up weird." "Newspaper format looks like a throw-away thing." "One thing I really liked about Howard's schedule is that you know in advance what courses will be offered in the spring as well	Five of six liked the detailed course descriptions placed with the class schedule information. One liked the larger font used on some inside pages.	All five hated this. "It's too big. I'd lose the pages." "The paper turns your hands black."

	as the fall. Gives you an idea of how to plan your schedule, which is really needed and helpful. It would be great if summer classes were also listed so you could plan your whole year." "Howard's has a symbol that looks very college-like, very prestigious, very formal. And it has a nice slogan too: You can get there from here." "The name Carroll Community College...like in high school, I don't know... A name like 'Howard' sounds like a larger university."		
Howard Comm. College-Noncredit (5.25x8.5 booklet)	Group had few comments about this different format. The others clearly drew their attention more.	Three students liked this small booklet format. They liked the course descriptions with the course listings.	They had no comments about this one.
Comments about College Logos			
	"I know this is Carroll County, and this is Howard—they're like two different developments. This (Howard's) looks like you could wear it on a black sweater—a prep school kind of thing. Carroll doesn't fit that criterion. They could—it's a really nice school. "All I've seen is the bulldog. No, I've also seen the 'Carroll' with the little triangle. In fact that was the first thing I saw about the college." "I thought it just represented the building."	There was no discussion specifically about logos.	"I don't get it. Is the triangle supposed to be the roof or something?"

	"The little triangle isn't that bad—it's kind of cool." "The triangle is associated with the college. As soon as I see it, I recognize it automatically."		
Evaluation of Advertising Slogans and Graphic Designs			
Any time, any place, any pace	No one liked this one. One student disliked "place-pace" specifically. They did not like the script font. "Makes me think of a retirement home." "It's—not patronizing—it just doesn't grab me. " "Too cute." "Looks like a diner."	No one liked this. It was "too choppy," "a tongue twister," and "not personal."	No one liked this. "It's too sentimental." "It looks like an ad for the community, not the college."
Do Something Powerful	No one liked this one. "Looks like an ad for a nutrition bar." "Should be an ad for GNC or the Y." "Makes me feel weak." "Too plain, the triangle's gone."	No one liked this. "This is stupid. It sounds like an ad for a gym." "It pushes athletics, not academics. Makes you think of power bars."	No one's favorite. "It's plain but the words are motivational." "The colors stand out but it needs a graphic."
Enter to Learn …opening doors	Four of the six said this might work with some modification. They did not like the classical building but suggested using	Two of the six liked this one. They suggested "opening minds" instead of "opening doors."	The favorite of one student. She liked the Parthenon and the message.

	Carroll's Great Hall front elevation. Two of the students recognized that the slogan was from the chiseled invitation over the college's doorway. Three suggested that "opening doors" needed completion, e.g., "to the rest of your life, or to your dreams, or to the future." "If it looked like the college. " "I keep looking around for the exit." "Have kids in regular clothes walking into the building and then exiting in their gowns like they just graduated." "Enter to learn…Exit to your future." "I don't like it without the triangle there—I'm used to seeing it."	"It says to me only motivated students need apply." "It's traditional and academic, with that building. It says 'keep the party people out'."	
Learn without Limits	Immediately liked by entire group. Number one choice graphically. Liked simple, bold design. Liked new use of triangle. Liked fonts and lines. All six liked the dark green-maroon colors, and suggested we use them consistently. Five of the six also liked the slogan. "I like that one. It's to the point." "The line under it—its like the underlying statement for it." "Colors are classy and formal. Great!"	The favorite of the group, first choice of five of the six. "It's motivating and inspiring." "I like it. It's short and to the point." "It conveys possibilities, but it's unrealistic at Carroll. There are limits here—we don't have as many course offerings as other colleges."	All five liked this. It was one student's favorite. "This really works. It comes across." "Bold and colorful."

No place so near can take you so far	Five of six liked the slogan. Four of six liked the graphic—the current college logo. Two recognized that the blue triangle was meant to represent the design of the roof. One person suggested changing the placement of the words. "Now I like that. I'm not sure about how the fonts are set up, but I do like it." "I like the phrase, the words." "It makes you feel confident in your choice. That they're going to help you go far. Go for your dreams and stuff."	Four liked this, but said the concept was "worn out." "A good billboard or poster. Show a student before and after attending—show what can be accomplished after attending Carroll."	One student picked this as her favorite. "I like the words. It's how I remember Carroll."
Number one choice of Carroll County residents	Two of the six liked the slogan, and said additional positive facts about the college could be added. No one liked the plain design or use of italic font. "It's a good fact." "How many do we get from other places? That have a community college but choose to come here." "I like what it says. I don't like the design." "It's a good ad if you're looking for a community college and you want the best, that's closest to you, and you read that, oh wow, if the majority likes it."	No one liked this. Two thought it would make people not want to come. "It's obvious, like 'no kidding'." "It's corny, not exciting at all, boring. Not original." "It makes me not want to come. Now if you said it was the number one choice of people from New York or LA that would be different."	No one liked this. "What's it saying?" "Well, what about it? So what?" "It might be good if it were true."

Of course you can!	No one liked this one, though two did say the format was informative. "Encouraging, I guess." "Don't they have that on the magazine or somewhere?" "Good for those who don't know about it." "Too plain. You need the building or something. Or the triangle."	No one liked this. It was ridiculed by the group, who yelled it out and laughed. "The questions are stupid." "It's funny in a Jay Leno sort of way."	No one picked this as her favorite. "The message doesn't get through to me. What does it mean, 'of course you can?'"
Start Smart... do2@carroll	No one liked this one. There was initial hesitation as if they were trying to get it. Two said the Start Smart part might have potential, but the do2 didn't do. "Two years at Carroll. It took a couple of seconds to figure out. I was trying to figure out if it was supposed to be part of a website address. " "Once I thought of two, I thought of two years to get an associate's degree." "It sounds like the Carroll detention center."	Not anyone's favorite. No one liked the do2 part. A couple of students said the "start smart" part was okay but suggested it be reversed to say "get a SMART START at Carroll."	The group thought this was the worst. "Dumb and stupid."
Students first!	All six liked this slogan. "The design could be different, but it's a good thing to say. Because it's one of the reasons people pick this, because of small classes and the attention one-on-one." "It's a true statement."	Four of the six liked this, although they suggested saying "students are first" at Carroll Community College. "I like it—it's personal, conveys a one-on-one feeling."	No one picked this. It was described as too plain.

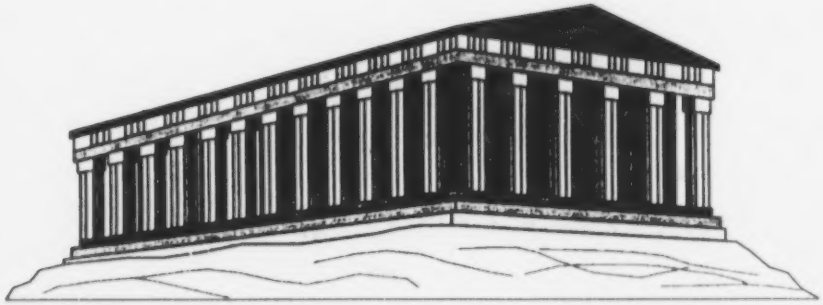
2001…a learning odyssey	No liked this one. No one recognized the reference. "Don't know what you're talking about." "Looks like sixth grade." "An ad for a trip to the Science Center." "Doesn't seem like college." "What is it wanting you to launch?"	No one liked it or got it. "What is it?" "It's gimmicky." "What happens in 2002?"	One student picked this as her favorite. "It's cute. I like that the words go with the picture."

Any time, any place, any pace...

Carroll is there for you!

Power Up This Fall

Carroll Community College



Enter to Learn

Carroll Community College…opening doors

Carroll Community College

LEARN WITHOUT LIMITS

No place
so near
can take you
so far.

Carroll Community College

...the number one choice of Carroll County residents

Carroll Community College

Can I transfer and earn a Four-year Degree?

Of Course You Can!

START
SMART

do2@carroll

Students first!

at Carroll Community College

2001

a learning odyssey

Launch yours at Carroll Community College !